

## Varnville Elementary

395 East Pine St.  
Varnville, S.C. 29944

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	415 Students	
<b>Principal</b>	Donna G. Kinard	803-943-2376
<b>Superintendent</b>	Dr. Terry O. Pruitt	803-943-4576
<b>Board Chair</b>	Mr. Eugene Jenkins, Jr.	803-943-0547

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	24	63	18	1

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Good	Yes

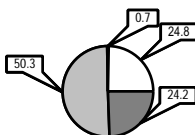
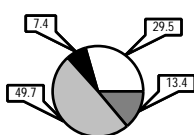
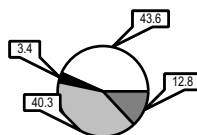
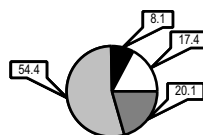
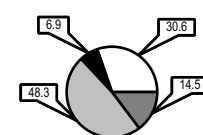
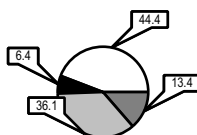
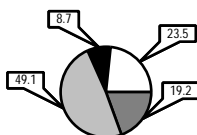
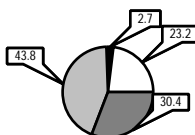
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	159	100.0	24.8	50.3	24.2	0.7	34.2	Yes	Yes
<b>Gender</b>									
Male	79	100.0	30.7	52.0	17.3	0.0	29.3		
Female	80	100.0	18.9	48.6	31.1	1.4	39.2		
<b>Racial/Ethnic Group</b>									
White	62	100.0	19.3	49.1	29.8	1.8	42.1	Yes	Yes
African American	96	100.0	28.6	51.6	19.8	0.0	28.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	142	100.0	17.4	55.3	26.5	0.8	37.9		
Disabled	17	100.0	82.4	11.8	5.9	0.0	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	158	100.0	25.0	50.7	23.6	0.7	33.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	159	100.0	24.8	50.3	24.2	0.7	34.2		
<b>Socio-Economic Status</b>									
Subsidized meals	101	100.0	28.0	53.8	18.3	0.0	28.0	Yes	Yes
Full-pay meals	58	100.0	19.6	44.6	33.9	1.8	44.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	159	100.0	29.5	49.7	13.4	7.4	42.3	Yes	Yes
<b>Gender</b>									
Male	79	100.0	33.3	46.7	10.7	9.3	42.7		
Female	80	100.0	25.7	52.7	16.2	5.4	41.9		
<b>Racial/Ethnic Group</b>									
White	62	100.0	19.3	52.6	19.3	8.8	59.6	Yes	Yes
African American	96	100.0	36.3	47.3	9.9	6.6	30.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	142	100.0	25.8	50.8	15.2	8.3	44.7		
Disabled	17	100.0	58.8	41.2	0.0	0.0	23.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	158	100.0	29.7	49.3	13.5	7.4	41.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	159	100.0	29.5	49.7	13.4	7.4	42.3		
<b>Socio-Economic Status</b>									
Subsidized meals	101	100.0	35.5	47.3	11.8	5.4	34.4	Yes	Yes
Full-pay meals	58	100.0	19.6	53.6	16.1	10.7	55.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	159	100.0	43.6	40.3	12.8	3.4	16.1
<b>Gender</b>							
Male	79	100.0	49.3	29.3	17.3	4.0	21.3
Female	80	100.0	37.8	51.4	8.1	2.7	10.8
<b>Racial/Ethnic Group</b>							
White	62	100.0	31.6	40.4	22.8	5.3	28.1
African American	96	100.0	51.6	39.6	6.6	2.2	8.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	142	100.0	39.4	42.4	14.4	3.8	18.2
Disabled	17	100.0	76.5	23.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	158	100.0	43.9	39.9	12.8	3.4	16.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	159	100.0	43.6	40.3	12.8	3.4	16.1
<b>Socio-Economic Status</b>							
Subsidized meals	101	100.0	50.5	38.7	7.5	3.2	10.8
Full-pay meals	58	100.0	32.1	42.9	21.4	3.6	25.0

<b>Social Studies</b>							
All Students	159	100.0	17.4	54.4	20.1	8.1	28.2
<b>Gender</b>							
Male	79	100.0	20.0	52.0	17.3	10.7	28.0
Female	80	100.0	14.9	56.8	23.0	5.4	28.4
<b>Racial/Ethnic Group</b>							
White	62	100.0	14.0	43.9	26.3	15.8	42.1
African American	96	100.0	19.8	61.5	15.4	3.3	18.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	142	100.0	15.2	54.5	21.2	9.1	30.3
Disabled	17	100.0	35.3	52.9	11.8	0.0	11.8
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	158	100.0	17.6	54.7	19.6	8.1	27.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	159	100.0	17.4	54.4	20.1	8.1	28.2
<b>Socio-Economic Status</b>							
Subsidized meals	101	100.0	22.6	54.8	19.4	3.2	22.6
Full-pay meals	58	100.0	8.9	53.6	21.4	16.1	37.5

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	88	100.0	21.6	37.5	39.8	1.1	40.9
	4	92	100.0	40.2	35.9	22.8	1.1	23.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	100.0	21.1	43.7	33.8	1.4	35.2
	4	82	100.0	28.2	56.4	15.4	0.0	15.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	88	100.0	39.8	43.2	14.8	2.3	17.0
	4	92	100.0	37.0	45.7	9.8	7.6	17.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	100.0	29.6	57.7	9.9	2.8	12.7
	4	82	100.0	29.5	42.3	16.7	11.5	28.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	77	100.0	33.8	47.9	16.9	1.4	18.3
	4	82	100.0	52.6	33.3	9.0	5.1	14.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	77	100.0	9.9	57.7	25.4	7.0	32.4
	4	82	100.0	24.4	51.3	15.4	9.0	24.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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# SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 415)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.8%	Up from 2.3%	3.6%	3.0%
Attendance rate	96.3%	Up from 96.2%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.0%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.3%	3.4%	3.2%
Eligible for gifted and talented	4.4%	Down from 9.1%	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.0%	Up from 0.8%	8.9%	8.2%
Older than usual for grade	1.4%	Up from 1.3%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	67.9%	Up from 44.4%	50.0%	52.6%
Continuing contract teachers	71.4%	Down from 88.9%	84.6%	83.3%
Highly qualified teachers	96.4%	Down from 100.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	4.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 83.9%	87.0%	87.0%
Teacher attendance rate	95.1%	No change	94.8%	95.0%
Average teacher salary	\$39,991	Down 2.2%	\$41,258	\$41,703
Prof. development days/teacher	20.3 days	Up from 16.7 days	13.2 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	18.4 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.1%	89.1%	89.8%
Dollars spent per pupil*	\$5,751	Down 9.2%	\$6,132	\$6,242
Percent of expenditures for teacher salaries*	60.3%	Down from 68.0%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

There was little time to "hibernate" in the bear cave during the 2004-2005 school year at Varnville Elementary as we worked toward exceeding the rigorous challenges of the "No Child Left Behind" legislation and continued to strive to provide the best possible learning environment for our students, staff, and families.

We kicked off the year by hosting the 3rd Annual High/Scope Conference for over 200 early childhood participants from across the state. We began implementation of the SC Reading First grant, adopted a new ELA reading curriculum in our district, and received ongoing professional development in the Explicit Direct Instruction model.

In addition to the numerous professional development obligations of our staff members within our school, we had 9 teachers receive advanced degrees in areas including reading, creative arts, technology, and administration. Teachers participated in classes, seminars, trainings, workshops, and conferences to improve their skills throughout the year; in December, our kindergarten staff presented at the SC Early Childhood Association conference held in Myrtle Beach, SC. We congratulate all of our teachers on their continued commitment, dedication, hard work, and success.

Our students participated in many community, state, and national projects to showcase their artistic and academic talents. Among their many accomplishments: 4 of our students were recognized and awarded at the local and/or regional level for their achievement in the SC Academy of Science MESAS, 49 students were published in the 2004 edition of Anthology of Poetry by Young Americans, and we had 3 first place state winners, 3 second place state winners and 15 local winners in the SC Garden Club Poster & Poetry contests. Through the contributions of a "Bright Ideas" grant from Palmetto Electric Coop written by Vicki Jacobi and Bridgette Stanley, VES published a book and CD called "Our Colorful World: A Collection of Art, Poetry, and Music," which celebrated each of our bear cubs' unique abilities.

We were recognized by the State Department of Education for receiving "Adequate Yearly Progress" on the state's report card for the second year in a row. We were named a Red Carpet School for the second time by the State Department in recognition of our efforts to provide a family-friendly environment. We were also awarded a two-year phase in Burns Foundation Grant which will provide a mobile wireless laptop computer lab to be used in classrooms.

This success would not have been possible without the support and help from our PTO, School Improvement Council, area businesses, community members, and volunteers. In May, we thanked over 210 supporters with an Appreciation Breakfast in honor of their contributions. We appreciate their support and look forward to the 2005-2006 school year.

Varnville Elementary School is growing and there are many wonderful things taking place here. As our school song states, this is truly a great place to learn, to grow, to work, and to play.

Donna Kinard, Principal  
Joyce Topper, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	80	54
Percent satisfied with learning environment	95.0%	87.5%	88.9%
Percent satisfied with social and physical environment	94.7%	81.3%	86.5%
Percent satisfied with school-home relations	95.0%	91.3%	72.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.